

Alignment Between the Indiana REPA Educator Standards for High Ability and national student and teacher standards for High Ability

The alignment notations below indicate the content included in national standards that is addressed, in whole or in part, by each of the REPA Educator Standards for High Ability.

<p><u>Standard 1: Foundations of Gifted and Talented Education</u></p> <p>Teachers of students with high ability have a broad and comprehensive understanding of the historical, philosophical, ethical, and legal foundations of the field of special education and demonstrate the ability to apply this knowledge to effectively meet the needs of students with high ability.</p>	
<p>NAGC – CEC Teacher Preparation Standards in Gifted and Talented Education (2013)</p>	<p>Standard 4: Assessment: 4.1 Standard 6: Professional Learning and Ethical Practice: 6.1-6.3</p>
<p><u>Standard 2: Development and Characteristics of Students with High Ability</u></p> <p>Teachers of students with high ability have a broad and comprehensive understanding of the characteristics and needs of students with high ability as well as factors affecting the learning and development of students with high ability and demonstrate the ability to apply this knowledge to effectively meet the needs of students with high ability.</p>	
<p>NAGC – CEC Teacher Preparation Standards in Gifted and Talented Education (2013)</p>	<p>Standard 1: Learner Development and Individual Learning Differences: 1.1-1.2 Standard 4: Assessment: 4.1, 4.4</p>
<p><u>Standard 3: Assessment</u></p> <p>Teachers of students with high ability have a broad and comprehensive understanding of various types of formal and informal assessments and assessment procedures used in the field of special education and demonstrate the ability to apply this knowledge to select, design, and use appropriate assessments for students with high ability.</p>	
<p>NAGC – CEC Teacher Preparation Standards in Gifted and Talented Education (2013)</p>	<p>Standard 3: Curricular Content Knowledge: 3.3 Standard 4: Assessment: 4.1-4.4 Standard 5: Instructional Planning and Strategies: 5.2</p>
<p><u>Standard 4: Program Planning and Implementation</u></p> <p>Teachers of students with high ability have a broad and comprehensive understanding of procedures for designing, implementing, and evaluating differentiated instructional plans for students with high ability and demonstrate the ability to apply this knowledge to design, implement, and evaluate effective differentiated instructional plans for students with high ability.</p>	
<p>NAGC – CEC Teacher Preparation Standards in Gifted and Talented Education (2013)</p>	<p>Standard 3: Curricular Content Knowledge: 3.1-3.4 Standard 4: Assessment: 4.4-4.5 Standard 5: Instructional Planning and Strategies: 5.1, 5.3 Standard 7: Collaboration: 7.1, 7.3</p>
<p><u>Standard 5: Learning Environments</u></p> <p>Teachers of students with high ability have a broad and comprehensive understanding of various learning environments for students with high ability and demonstrate the ability to establish an appropriate and productive learning environment for students with high ability.</p>	
<p>NAGC – CEC Teacher Preparation Standards in Gifted and Talented Education (2013)</p>	<p>Standard 2: Learning Environments: 2.1-2.2 Standard 5: Instructional Planning and Strategies: 5.1-5.2 Standard 6: Professional Learning and Ethical Practice: 6.3</p>

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<u>Standard 6: Curriculum and Instruction</u>	
Teachers of students with high ability have a broad and comprehensive understanding of effective, research-based curricular and instructional practices for students with high ability and demonstrate the ability to apply this knowledge to implement effective curricula and instruction for students with high ability.	
NAGC – CEC Teacher Preparation Standards in Gifted and Talented Education (2013)	Standard 3: Curricular Content Knowledge: 3.1-3.4 Standard 4: Assessment: 4.4-4.5 Standard 5: Instructional Planning and Strategies: 5.1-5.2
<u>Standard 7: Communication Skills and Social and Emotional Development</u>	
Teachers of students with high ability have a broad and comprehensive understanding of strategies for fostering students' communication skills and social and emotional development and demonstrate the ability to apply these strategies in working with students with high ability.	
NAGC – CEC Teacher Preparation Standards in Gifted and Talented Education (2013)	Standard 2: Learning Environments: 2.1-2.2 Standard 5: Instructional Planning and Strategies: 5.2, 5.5
<u>Standard 8: Transitions</u>	
Teachers of students with high ability have a broad and comprehensive understanding of strategies for helping students with high ability make successful developmental, educational, and social transitions and demonstrate the ability to apply this knowledge to help students with high ability make successful transitions.	
NAGC – CEC Teacher Preparation Standards in Gifted and Talented Education (2013)	Standard 2: Learning Environments: 2.2, 2.4 Standard 4: Assessment: 4.5 Standard 5: Instructional Planning and Strategies: 5.3-5.4 Standard 7: Collaboration: 7.3
<u>Standard 9: Professional Roles and Responsibilities</u>	
Teachers of students with high ability have a broad and comprehensive understanding of their professional roles and responsibilities and demonstrate the ability to apply this knowledge by acting professionally and responsibly with regard to the education of students with high ability.	
NAGC – CEC Teacher Preparation Standards in Gifted and Talented Education (2013)	Standard 2: Learning Environments: 2.3 Standard 5: Instructional Planning and Strategies: 5.3 Standard 6: Professional Learning and Ethical Practice: 6.1, 6.3-6.5 Standard 7: Collaboration: 7.1-7.3